Division Unit Report for Advising High Achieving Students
Submitted by Anna K. Van Overberghe

Please complete Columns 1 through 6 and return by November 15, 2022. Columns 7 and 8 are completed for the progress report due August 15, 2022.

Please send your report to your Cluster Rep; ACD Reps: Gavin Farber (gavin.farber@temple.edu) and Tony Lazarowicz (tlazarowicz2@unl.edu); and EO Liaison: Liz Alcantara (lizbeth@ksu.edu). Thank you!

<table>
<thead>
<tr>
<th>1. NACADA Strategic Goal(s)</th>
<th>2. Specific desired outcome</th>
<th>3. Actions, activities, or opportunities for outcome to occur</th>
<th>4. Outcome measurements &amp; related data instrument(s)</th>
<th>5. Other groups or individuals to connect</th>
<th>6. Anticipated challenges</th>
<th>7. Progress toward outcome</th>
<th>8. Future action(s) based on data</th>
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<tbody>
<tr>
<td>(List one of NACADA's 8 strategic goal(s) related to the specific desired outcome in #2)</td>
<td>(What you want to occur as a result of your efforts; what you want someone to know, do, or value)</td>
<td>(What processes need to be in place to achieve desired outcome)</td>
<td>(How will you specifically measure the outcome and with what instruments? e.g. survey, focus group)</td>
<td>(List opportunities for collaboration with other groups)</td>
<td>(How will you address issues that arise as you work to achieve the outcome?)</td>
<td>(Complete in August 2023 report)</td>
<td>(Data-informed decisions) (Complete in August 2023 report)</td>
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Provide practices that allow members to identify and cultivate their long-term professional development and engagement with the association.

- Members increase their knowledge of opportunities and resources.
- Members value their chances to connect with other members, engage consistently.
- Members actively contribute and share in order to grow the collected knowledge of the community.

Create a comms plan and increase use of existing comms tools to ensure regular communication to/with members.

Reorganize and promote shared resource drive to make it easier to access and more useful for members.

Create a form for members to submit resources or content to be shared with the community.

- #, frequency, type of messages sent
- # of new subscribers to the listserv or FB
- # of members who engage on repeat basis
- # of new members who engage in an activity or join steering committee
- # of form responses, volume of content received
- Increase in shared resource content

Network with chairs of other ACs to identify common member interests, share resources, and increase contribution.

- STEM Advising
- Advising Student Athletes
- Health Professions Advising
- Liberal Arts
- Faculty Advising

Lack of interest and time barriers could affect member engagement. Time, patience, and consistency will be needed to overcome these challenges and build a culture of contribution and engagement.
| Identify and remove barriers to accessibility of all opportunities for engagement and professional growth in the association to foster equity and inclusion for all members. | Members across NACADA gain a better understanding of high achieving students and what the community offers. | Use monthly chats to partner with other ACs and focus on high achieving students in additional contexts. | Reach out to chairs of other ACs to discuss joint events and recruit volunteers for working groups. | Other ACs may be already committed to other collaborations, and may require a shift to the initial stages of relationship building or sharing of information. | | | |
| Optimize the globalization of the association, including the community of members, network of partnerships, engagement with scholarship, and relevance of professional development opportunities. | Advisors of high achieving students at HBCUs and non-U.S. advisors contribute to a more inclusive definition of advising high achievers. | Review webpage and ensure an inclusive picture and clearer access to resources that support all types of high achievers. | Solicit additional resources from other ACs that can inform practices of advising high achievers in a wide variety of contexts. | It is possible that the concept of "high achieving student" is not relevant or meaningful in a global context and we may need to shift to brainstorming other ways in which our community can benefit advisors across the globe. | | | |
| Foster communities of practice that empower members to advance the scholarship of academic advising. | AC members value scholarship and can actively discuss how scholarship informs their practice. | Develop a mechanism for matching more experienced scholars with new members for mentoring or collaboration. | # of collaborative partnerships that meet more than once | The steering committee will be an important partner in meeting this goal, as long-time members have significant experience with scholarship. | Lack of interest and time barriers for members are major challenges to these goals. Patience and consistency will be needed to build a stronger culture of scholarship in the community and expectations may need to be tempered to celebrate even modest growth. | | |
| | Members present or write on topics specific to advising high achievers. | Create community sourced document to record new research and practice questions that inspire inquiry. | # of first-time presenters or authors | Both the research committee and the Theory, Philosophy, and History AC may also be useful partners in these efforts. | | | |
| | Visibility of scholarship on theory and practice of advising high achieving students increases. | Recruit volunteers to write for publications, including NACADA periodicals. | # of research topics generated | | | |

**Resources:**


Advising Community Self-Assessment Rubric - [https://docs.google.com/document/d/1QRd4FTxuE72NDOMdcw8cnDP7k5plSRZIYbYzG-EgP0o/edit?usp=sharing](https://docs.google.com/document/d/1QRd4FTxuE72NDOMdcw8cnDP7k5plSRZIYbYzG-EgP0o/edit?usp=sharing)

Advising Community Chair Self-Assessment Rubric - [https://docs.google.com/document/d/1Z-4Q7ir_AjIM088vGNOsC5odtYOEMbNAYYseEU6U88/edit?usp=sharing](https://docs.google.com/document/d/1Z-4Q7ir_AjIM088vGNOsC5odtYOEMbNAYYseEU6U88/edit?usp=sharing)